

**Grade 2 : Weeks 25-30 March 4- April 19
2012-2013**

Standards		Lessons	Teacher Notes
Learning Targets for each Standard reflect the benchmark that students must learn during that grading period.			
2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. Learning Targets: I can partition circles and rectangles into two, three and four equal parts. I can explain fractional parts of a whole. I can recognize equal shares of a whole.	★ ▶	To address the KCAS Standards, the following should be included in instruction: Math Investigations Unit 7 Sessions: <ul style="list-style-type: none"> 1.1-1.4 2.1-2.3, 2.3A, 2.4-2.6 Unit 9 Sessions: <ul style="list-style-type: none"> 1.1-1.6 2.1-2.3 3.1-3.5, 3.6A Classroom Routines <ul style="list-style-type: none"> ✓ Today's Number ✓ Quick Images ✓ How Many Pockets ✓ What Time is It? <u>GAP LESSONS</u> 2.MD.1 Inch by Inch-Smartboard Measure with Inches-website Measurement at my School 2.MD.2 Length-Smartboard 2.MD.3 Inchworm Measurement 2.MD.5 Length-Smartboard 2.MD.9 Length-Smartboard <u>Vocabulary</u> One half, fraction, equal, half, one and a half, two and a half, one fourth, one quarter, one third, even, odd, vertical, horizontal, diagonal, length, width, measure, estimate, height, unit, inch, measurement, ruler, tape measure, yardstick, yard, foot, benchmark, metric system, centimeter, meter www.amathsdictionaryforkids.com	KCAS Note: 2.G.3 More visual representations of fractional parts need to be created or used. One option would be cutting and grouping each "flag" to show common fractional parts. Having students complete a fraction sort is another option. KCAS Note: 2.MD.1- To meet the standard, teachers need to have students measure using yardsticks, meter sticks, rulers, etc.
2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tape. Learning Target: I can measure the length of objects by using the correct tools. (Tools: rulers, yardsticks, meter sticks, and measuring tapes)	★ ▶		
2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. Learning Target: I can describe why the measurements of same object taken with two different units are different.	★ ▶		

2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters. Learning Target: I can estimate length in inches, feet, centimeters, and meters.	★ ▶	<table><tr><th colspan="2">Formative Assessment Opportunities</th></tr><tr><td>2.G.3</td><td></td></tr><tr><td>2.MD.1</td><td></td></tr><tr><td>2.MD.2</td><td></td></tr><tr><td>2.MD.3</td><td></td></tr><tr><td>2.MD.4</td><td></td></tr><tr><td>2.MD.5</td><td></td></tr><tr><td>2.MD.9</td><td></td></tr></table>	Formative Assessment Opportunities		2.G.3		2.MD.1		2.MD.2		2.MD.3		2.MD.4		2.MD.5		2.MD.9		KCAS Note: 2.MD.3: When measuring objects allow students to estimate the length before actually measuring.
Formative Assessment Opportunities																			
2.G.3																			
2.MD.1																			
2.MD.2																			
2.MD.3																			
2.MD.4																			
2.MD.5																			
2.MD.9																			
2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. Learning Target: I can determine how much longer one object is than another, using standard length units.	★ ▶																		
2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. Learning Target: I can solve word problems involving lengths that have equations with a symbol for the unknown number.	★ ▶																		
2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. Learning Target: I can represent multiple measurements on a line plot.	★ ▶																		